

Teacher(s): Johnson

Subject: Tools for College Success

Week of: Oct 2 – 6, 2017

Week: 9

| DAY | PRE-PLANNING | AGENDA | INSTRUCTIONAL STRATEGIES | ASSESSMENT |
|------|---|--|---|---|
| Mon | Standard(s): knowledge, and interpersonal skills to help them make decisions, respect self and others, and act as responsible members of society. b. Develop and implement interpersonal skills to maintain quality relationships, including recognizing and respecting differences within groups. | <p style="text-align: right;">SUBSTITUTE: MS. GRIFFIN</p> <p>Do Now: Guided Instruction (<i>We do</i>)- How many of you do community service?</p> <p>Opening: Focused Instruction (<i>I do</i>)- explain work session</p> <p>Work Session: Independent Learning (<i>You do alone</i>)- after receiving PPT handout produce a poster that promotes community service in general or several parts of it as indicated in the handout. Turn in for posting on walls outside classroom for benefit of other students.</p> <p>Closing: Guided Instruction (<i>We do</i>)- Is requiring community service a good idea?</p> <p>Home Learning:</p> | <input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input type="checkbox"/> Other | Formative: Teacher Observation Q&A Poster |
| | Purpose: Students will investigate community service to determine if anything they are already doing can be so classified. They will also create a poster to visually represent the benefits of community service to be posted in hallway for benefit of all students. | | | Summative: |
| Tues | Standard(s): TCS 3: Students will acquire the attitudes, knowledge, and interpersonal skills to help them make decisions, respect self and others, and act as responsible members of society. b. Develop and implement interpersonal skills to maintain quality relationships, including recognizing and respecting differences within groups. | <p>Do Now: Guided Instruction (<i>We do</i>)- Are there different kinds of styles of communication?</p> <p>Opening: Focused Instruction (<i>I do</i>)- explain work session</p> <p>Work Session: Guided Instruction (<i>We do</i>)- Discuss slides for Communication Style Independent Learning (<i>You do alone</i>)- complete answers to “What is your communication style?”</p> <p>Closing: Guided Instruction (<i>We do</i>)- Determine how many students are in each category and seek comments.</p> <p>Power Block: Article mark up</p> <p>Home Learning:</p> | <input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input type="checkbox"/> Other | Formative: Teacher Observation Q&A Common style answers |
| | Purpose: Students will review communication styles so that they can then determine what their own dominant style is. This will allow them to better communicate their ideas to others. | | | Summative: |
| Weds | Standard(s): TCS 3: Students will acquire the attitudes, knowledge, and interpersonal skills to help them make decisions, respect self and others, and act as responsible members of society. f. Identify and practice positive leadership skills. | <p style="text-align: right;">SUBSTITUTE: MS. GRIFFIN</p> <p>Do Now: Guided Instruction (<i>We do</i>)- What is the definition of leadership?</p> <p>Opening: Focused Instruction (<i>I do</i>)- explain that the students are to create an obstacle course on a large sheet of paper, then discuss how difficult it would be if one leads the other by the hand and finally if one had talk the other through the course without touching the other</p> <p>Work Session: Collaborative Learning (<i>You do together</i>)- in pairs, Quickly draw an obstacle course on a large sheet of paper. Answer the questions: how difficult would it be if one led the other through by hand and then had to talk the other through without touching them</p> <p>Closing: Guided Instruction (<i>We do</i>)- Pairs share their products and answers</p> <p>Power Block: one support sheet</p> <p>Home Learning:</p> | <input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input type="checkbox"/> Other | Formative: Teacher Observation Q&A |
| | Purpose: To allow the students to compare and contrast two kinds of leadership; when each is important and why | | | Summative: |

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| Thurs | Standard(s): TCS 3: Students will acquire the attitudes, knowledge, and interpersonal skills to help them make decisions, respect self and others, and act as responsible members of society. f. Identify and practice positive leadership skills. | Do Now: Guided Instruction (<i>We do</i>)- Are you a leader or a follower? Opening: Focused Instruction (<i>I do</i>)- Explain intent of video of Gen Pace talk on leadership Work Session: Independent Learning (<i>You do alone</i>)- take notes during speech noting different qualities of leadership Gen Pace touches on Closing: Guided Instruction (<i>We do</i>)- How many points did you make notes on? Power Block: two support sheets Home Learning: | <input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input type="checkbox"/> Other | Formative: Teacher Observation Q&A |
| | Purpose: To provide the students an opportunity to hear a combat leader discuss leadership qualities that apply whether in combat on in day to day life | | | Summative: |
| Fri | Standard(s): TCS 3: Students will acquire the attitudes, knowledge, and interpersonal skills to help them make decisions, respect self and others, and act as responsible members of society. f. Identify and practice positive leadership skills. | Do Now: Guided Instruction (<i>We do</i>)- Do have a different idea about whether you a leader or a follower? Opening: Focused Instruction (<i>I do</i>)- explain that remainder of video speech will be presented and then I will read an article written about leadership when not actually in a leadership position Work Session: Independent Learning (<i>You do alone</i>)- take notes during speech noting different qualities of leadership Gen Pace touches on Collaborative Learning (<i>You do together</i>)- in pairs, compare what you have with your partner and finalize your points Guided Instruction (<i>We do</i>)- after I have read the article discuss its ideas and how leadership is something that everyone can have and show Closing: Guided Instruction (<i>We do</i>)- What would you have done if you were in the position of the two marines in the article? Power Block: one support sheet and quiz Home Learning: | <input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input type="checkbox"/> Other | Formative: Teacher Observation Q&A PB Quiz |
| | Purpose: To provide the students an opportunity to hear a combat leader discuss leadership qualities that apply whether in combat on in day to day life | | | Summative: |